



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1331 East Redfield Road, Tempe, AZ 85283

Kyrene Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Highly Performing
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Spencer Fallgatter
Schedule : 07:15 AM to 03:45 PM
Grades : Pre-K-5
Web Address : www.kyrene.org
Phone Number : (480) 783-3300
Fax Number : (480) 831-0817
E-mail : sfallgatter@kyrene.org

Mission

Kyrene del Norte School is a model school in the district that exemplifies dedication and professionalism to all. We are a school that applies principles that nurture the disciplines of education, learning and positive relationships. The staff strives to help students understand and reach their full potential. Our school helps enable students to be individuals who will make strong and positive impacts in the areas of education, their community, their families and future business world.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Increase math achievement by providing students 90 minutes of math instruction a day. Scott Foresman/Addison Wesley/Investigations math program is used for 60 minutes of instruction. The balance of the time is used to focus on math strands.
- ü Integrate technology into the daily work and learning opportunities for both the students and staff. Two computer labs and five wireless laptops in each classroom ensure opportunities for students to have access to technology.
- ü Increase reading achievement by providing 90 minutes of uninterrupted reading utilizing HBJ as the core reading program. Regular assessments and regrouping of students by skill level enable students to maximize reading growth and skills.
- ü Increase writing achievement by providing 40 minutes a day in the writing process, writing elements and writing applications. The primary resource utilized is the Units of Study for Teaching Writing by Lucy Calkins.

Enrollment

October 1, 2005 School Year Student Enrollment : 518
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 206

Instructional Programs

- Ü Montessori Preschool-Kindergarten
- Ü On-site Special Education Resource
- Ü All-day and Half day Kindergarten Class
- Ü Extended Kindergarten
- Ü Gifted Resource
- Ü Head Start Preschool
- Ü Art, Music, PE
- Ü Multi-age classes

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 20 minutes
First Day of School :	8/7/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Kyrene del Norte has open lines of communication between the parents and teachers. Communication can occur on a daily and weekly basis in order to share student progress, praise or concerns. Parents are encouraged to call whenever they have any questions. Staff will respond to parent questions and concerns within the next business school day. The school's responsibility is to see that each child reaches their full potential.

Parents

Parents can support their child's education by ensuring regular and on time attendance. They can also show support by helping ensure that students complete their classroom assignments. Parents should direct any concerns to the teacher in a positive and timely manner. We also encourage the parents to participate in the regularly scheduled parent-teacher conferences, the Family Teacher Organization and the Site Base Council throughout the year.

Transportation Policy

The district, within certain parameters, provides bus transportation to Kyrene del Norte School. Specific information regarding the district's transportation policy may be obtained by calling the Transportation Department at (480) 783-4230.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Tempe Human Relations Commission Diversity Award Winner	2005
Ü Tempe Mayor's Disability Award	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	1893	80010	99	98	99	465	481	447	1	3	10	15	8	18	60	47	53	24	41	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	934	38935	98	99	99	466	483	447	NA	2	9	11	8	19	67	49	55	22	41	17
Male	40	959	40974	100	98	98	463	480	448	3	4	11	20	9	18	53	46	52	25	41	19
African American	12	150	4201	100	96	99	444	447	430	NA	7	17	17	17	23	83	59	51	NA	17	9
Hispanic	27	296	34545	96	98	99	456	459	432	4	6	14	26	14	24	48	56	53	22	24	9
Asian/Pacific Islander	NC	171	2068	NC	98	99	NC	503	474	NC	1	4	NC	5	10	NC	36	50	NC	58	36
American Indian/Alaskan Native	NC	62	3979	NC	94	96	NC	444	424	NC	15	17	NC	21	30	NC	50	47	NC	15	6
White	38	1214	35142	100	99	99	477	490	465	NA	2	5	8	5	11	61	45	56	32	47	28
Students with Disabilities	17	252	10161	94	91	93	443	447	419	6	16	28	35	22	28	47	40	36	12	21	8
Students without Disabilities	68	1641	69849	100	100	100	469	486	451	NA	1	7	10	6	17	63	49	56	26	44	19
Limited English Proficient Students	NC	53	14013	NC	91	97	NC	430	413	NC	13	24	NC	28	34	NC	49	39	NC	9	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	32	397	39029	97	97	98	454	452	432	3	10	14	28	16	25	50	54	52	19	20	9
Non-Economically Disadvantaged	53	1496	40981	100	99	100	471	489	462	NA	1	6	8	6	13	66	46	54	26	47	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	1871	79438	98	97	98	465	479	451	2	2	9	13	12	24	77	63	56	7	23	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	929	38775	98	98	99	469	484	457	2	2	7	4	9	22	84	65	58	9	25	13
Male	39	942	40560	98	96	97	459	474	446	3	3	12	23	16	25	69	61	54	5	20	9
African American	12	147	4178	100	94	98	452	454	439	NA	5	13	8	27	29	92	58	52	NA	10	6
Hispanic	27	292	34297	96	97	98	456	462	434	4	4	14	19	19	31	78	65	50	NA	13	5
Asian/Pacific Islander	NC	170	2063	NC	97	99	NC	492	475	NC	1	3	NC	9	15	NC	61	63	NC	29	20
American Indian/Alaskan Native	NC	59	3940	NC	89	95	NC	451	429	NC	8	14	NC	32	36	NC	47	47	NC	12	3
White	38	1203	34887	100	98	98	473	485	471	3	1	4	11	9	15	76	64	63	11	26	18
Students with Disabilities	16	231	9588	89	83	88	464	447	416	NA	10	30	31	29	32	56	48	34	13	13	5
Students without Disabilities	68	1640	69850	100	100	100	465	483	456	3	1	7	9	10	23	82	65	59	6	24	12
Limited English Proficient Students	NC	50	13856	NC	86	96	NC	421	407	NC	14	27	NC	46	43	NC	40	29	NC	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	31	385	38685	94	94	97	454	452	435	6	6	14	16	25	32	74	59	50	3	9	5
Non-Economically Disadvantaged	53	1486	40753	100	98	99	471	486	467	NA	1	5	11	9	16	79	64	62	9	26	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	1898	79971	99	99	99	434	454	423	NA	3	8	48	25	41	48	64	49	4	8	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	45	938	38974	98	99	99	439	469	437	NA	2	5	40	17	33	58	70	57	2	12	4
Male	40	960	40895	100	98	98	428	440	410	NA	4	10	58	33	47	38	58	41	5	5	2
African American	12	151	4203	100	96	99	426	429	411	NA	8	11	50	32	45	50	56	43	NA	5	2
Hispanic	27	299	34481	96	99	99	426	440	410	NA	3	10	59	34	46	37	60	43	4	3	1
Asian/Pacific Islander	NC	173	2067	NC	99	99	NC	475	449	NC	1	4	NC	16	28	NC	64	60	NC	19	8
American Indian/Alaskan Native	NC	64	3995	NC	97	96	NC	441	409	NC	3	10	NC	36	47	NC	52	42	NC	9	1
White	38	1211	35150	100	99	99	440	459	437	NA	2	5	37	22	35	61	67	56	3	9	5
Students with Disabilities	17	257	10258	94	92	94	419	412	377	NA	11	23	53	44	51	41	42	25	6	3	1
Students without Disabilities	68	1641	69713	100	100	100	437	461	429	NA	1	5	47	22	39	50	68	52	3	9	3
Limited English Proficient Students	NC	56	13985	NC	97	97	NC	399	382	NC	11	18	NC	48	54	NC	41	27	NC	NA	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	32	401	38994	97	98	98	424	430	409	NA	6	10	56	36	47	44	54	41	NA	3	1
Non-Economically Disadvantaged	53	1497	40977	100	99	100	439	461	437	NA	2	5	43	22	34	51	67	56	6	10	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	2050	80147	100	98	99	496	515	482	6	3	11	14	7	17	47	44	49	33	46	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	987	39281	100	99	99	493	516	483	5	2	9	18	7	17	50	44	50	27	47	24
Male	60	1063	40780	100	98	98	499	515	482	7	3	12	12	7	17	45	44	48	37	46	24
African American	17	191	4249	100	97	99	458	483	464	24	9	17	24	16	22	47	51	48	6	24	13
Hispanic	26	339	33494	100	98	99	475	498	466	4	4	15	19	12	23	69	53	49	8	31	14
Asian/Pacific Islander	NC	193	2103	NC	99	99	NC	542	515	NC	3	4	NC	2	8	NC	31	44	NC	65	45
American Indian/Alaskan Native	10	57	4117	100	93	96	NA	479	456	NA	7	19	NA	12	27	NA	61	46	NA	19	8
White	44	1270	36122	100	99	99	521	522	501	NA	1	5	5	5	10	41	41	50	55	52	35
Students with Disabilities	11	234	10295	100	89	92	456	474	443	18	14	33	36	22	26	36	44	33	9	20	8
Students without Disabilities	93	1816	69852	100	100	100	501	520	488	4	1	7	12	5	16	48	44	51	35	50	26
Limited English Proficient Students	NC	48	12722	NC	98	97	NC	478	441	NC	10	27	NC	19	33	NC	54	37	NC	17	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	43	405	38371	100	97	97	467	484	465	12	9	15	23	13	23	56	57	49	9	22	13
Non-Economically Disadvantaged	61	1645	41776	100	99	100	517	523	498	2	1	6	8	6	11	41	41	49	49	52	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	2024	79686	100	97	98	479	494	470	5	3	11	22	12	24	63	72	57	10	14	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	980	39163	100	98	99	482	498	475	2	2	9	25	10	22	61	73	60	11	15	10
Male	60	1044	40438	100	97	97	476	490	465	7	4	13	20	13	25	65	71	54	8	12	7
African American	17	187	4228	100	95	98	449	472	458	18	8	15	24	19	28	59	69	53	NA	4	4
Hispanic	26	335	33299	100	97	98	454	479	452	8	4	17	42	19	32	50	70	47	NA	7	3
Asian/Pacific Islander	NC	191	2097	NC	98	99	NC	501	490	NC	3	5	NC	8	13	NC	71	68	NC	18	14
American Indian/Alaskan Native	10	57	4087	100	93	96	NA	467	446	NA	9	16	NA	32	38	NA	56	44	NA	4	2
White	44	1254	35914	100	98	98	501	502	489	NA	1	5	7	8	15	77	74	67	16	17	14
Students with Disabilities	11	211	9808	100	80	87	461	462	432	9	15	35	55	27	32	27	52	30	9	6	3
Students without Disabilities	93	1813	69878	100	100	100	481	498	475	4	1	8	18	10	23	68	74	61	10	15	9
Limited English Proficient Students	NC	42	12594	NC	86	96	NC	446	422	NC	17	34	NC	33	45	NC	50	21	NC	NA	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	43	393	38095	100	94	97	460	471	452	7	8	17	37	24	32	51	62	48	5	7	3
Non-Economically Disadvantaged	61	1631	41591	100	98	99	492	500	486	3	2	6	11	9	16	72	74	65	13	15	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	2042	80372	99	98	99	478	501	475	1	1	4	33	14	30	65	79	64	1	5	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	989	39452	100	99	99	489	513	488	NA	1	3	20	9	22	80	83	72	NA	8	3
Male	59	1053	40836	98	98	98	469	489	464	2	2	6	42	19	37	54	76	56	2	3	1
African American	17	192	4264	100	97	99	468	480	465	NA	4	5	47	25	35	53	70	59	NA	2	1
Hispanic	26	339	33608	100	98	99	467	487	462	NA	2	6	42	21	36	58	77	57	NA	1	1
Asian/Pacific Islander	NC	191	2098	NC	98	99	NC	517	500	NC	2	2	NC	6	16	NC	77	75	NC	16	7
American Indian/Alaskan Native	10	60	4128	100	98	97	NA	483	464	NA	NA	4	NA	27	39	NA	72	56	NA	2	1
White	43	1260	36213	98	98	99	481	506	489	2	1	2	28	11	22	70	82	72	NA	6	3
Students with Disabilities	11	230	10526	100	87	94	452	461	427	NA	5	15	82	41	53	18	53	31	NA	2	1
Students without Disabilities	92	1812	69846	99	100	100	481	506	482	1	1	3	27	10	26	71	83	69	1	6	2
Limited English Proficient Students	NC	45	12747	NC	92	97	NC	450	432	NC	9	12	NC	31	52	NC	58	36	NC	2	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	42	400	38521	98	96	98	465	480	461	NA	2	6	45	29	38	55	67	55	NA	3	1
Non-Economically Disadvantaged	61	1642	41851	100	99	100	486	506	489	2	1	3	25	10	22	72	82	72	2	6	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	85	2071	79306	94	98	99	552	551	504	1	3	13	8	7	20	46	41	49	45	48	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	1006	38845	92	99	99	558	553	505	NA	3	11	6	6	20	42	42	50	53	48	18
Male	49	1065	40383	96	98	98	547	549	504	2	3	14	10	9	19	49	39	47	39	48	19
African American	11	157	4171	100	99	98	525	517	485	NA	10	20	18	13	26	55	48	44	27	28	10
Hispanic	21	315	32673	88	97	99	541	531	487	NA	5	18	14	11	25	43	50	46	43	34	10
Asian/Pacific Islander	NC	177	2147	NC	99	99	NC	579	539	NC	3	5	NC	4	10	NC	28	46	NC	65	40
American Indian/Alaskan Native	NC	47	4034	NC	94	97	NC	523	479	NC	11	22	NC	11	29	NC	49	43	NC	30	7
White	41	1375	36234	95	98	99	556	556	523	2	2	6	2	6	13	46	39	52	49	52	28
Students with Disabilities	16	231	10286	80	87	91	492	486	462	6	23	41	25	24	27	69	41	27	NA	12	5
Students without Disabilities	69	1840	69020	99	100	100	562	559	510	NA	1	9	4	5	18	41	41	52	55	53	21
Limited English Proficient Students	NC	30	10291	NC	97	96	NC	516	458	NC	13	38	NC	17	34	NC	47	26	NC	23	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	36	335	37437	95	96	97	532	515	486	NA	10	19	14	16	26	47	51	46	39	23	9
Non-Economically Disadvantaged	49	1736	41869	94	98	100	568	558	521	2	2	7	4	6	14	45	39	51	49	53	27

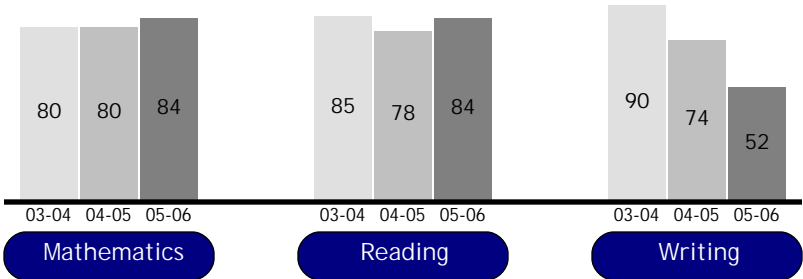
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	2042	79000	96	97	98	505	518	489	1	2	10	17	11	24	72	68	58	9	19	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	36	995	38774	92	97	99	515	522	494	NA	1	7	8	8	22	81	70	61	11	20	10
Male	50	1047	40150	98	96	98	498	514	485	2	3	12	24	14	25	66	65	55	8	18	8
African American	11	155	4153	100	97	98	493	491	476	NA	6	13	18	26	30	82	61	53	NA	6	4
Hispanic	22	312	32508	92	96	98	492	503	472	NA	3	15	32	16	33	59	72	49	9	9	3
Asian/Pacific Islander	NC	176	2142	NC	98	99	NC	530	510	NC	3	4	NC	8	14	NC	61	67	NC	28	16
American Indian/Alaskan Native	NC	44	4016	NC	88	96	NC	494	467	NC	5	14	NC	23	37	NC	66	46	NC	7	2
White	41	1355	36135	95	97	98	513	524	508	2	1	4	10	8	14	76	68	67	12	22	15
Students with Disabilities	17	202	9991	85	76	88	474	473	449	6	13	33	41	39	36	47	41	29	6	7	2
Students without Disabilities	69	1840	69009	99	100	100	511	523	495	NA	1	6	12	8	22	78	71	62	10	20	10
Limited English Proficient Students	NC	30	10199	NC	97	95	NC	467	439	NC	23	35	NC	23	47	NC	50	18	NC	3	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	36	324	37234	95	93	97	497	490	472	NA	6	15	25	23	33	69	65	50	6	6	3
Non-Economically Disadvantaged	50	1718	41766	96	97	99	512	524	505	2	1	5	12	9	16	74	68	65	12	22	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	87	2066	79611	97	98	99	497	525	496	2	2	7	54	24	37	41	72	56	2	2	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	1008	39016	95	99	99	509	539	511	NA	1	4	35	14	29	65	82	66	NA	3	1
Male	50	1058	40519	98	97	98	487	513	482	4	2	10	68	33	44	24	64	46	4	1	0
African American	11	154	4188	100	97	98	496	511	486	NA	3	9	64	37	40	36	59	50	NA	1	0
Hispanic	22	318	32855	92	98	99	489	513	481	5	3	10	59	29	43	36	68	47	NA	1	0
Asian/Pacific Islander	NC	176	2149	NC	98	100	NC	540	519	NC	2	4	NC	16	24	NC	78	70	NC	5	2
American Indian/Alaskan Native	NC	46	3992	NC	92	96	NC	496	478	NC	7	10	NC	41	46	NC	50	44	NC	2	0
White	42	1372	36380	98	98	99	498	529	511	2	1	4	52	21	30	43	75	65	2	2	1
Students with Disabilities	17	228	10664	85	85	94	449	472	440	12	9	23	71	57	54	12	33	22	6	0	1
Students without Disabilities	70	1838	68947	100	100	100	506	532	504	NA	1	4	50	20	34	49	77	61	1	2	1
Limited English Proficient Students	NC	30	10362	NC	97	97	NC	463	438	NC	17	22	NC	43	57	NC	40	21	NC	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	36	333	37626	95	96	98	493	502	479	3	5	10	56	38	45	42	56	45	NA	1	0
Non-Economically Disadvantaged	51	1733	41985	98	98	100	500	530	511	2	1	4	53	21	30	41	76	65	4	2	1

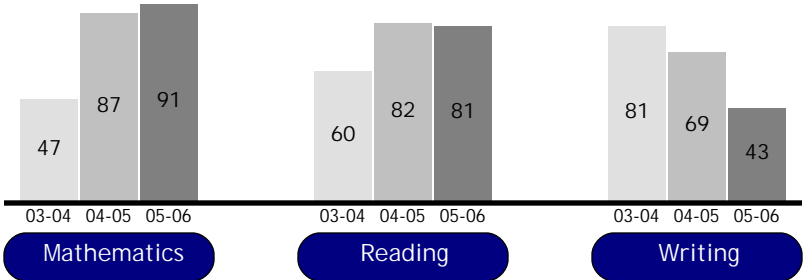
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	97	68	NA	58	95	58	60	47	94	61	65	46
	Language	100	50	60	50	95	54	58	47	94	52	65	48
	Mathematics	100	77	76	64	98	63	66	50	94	61	73	52
3	Reading	92	62	NA	55	99	57	59	44	94	63	68	46
	Language	92	63	72	61	99	51	57	44	95	52	63	46
	Mathematics	92	73	78	61	99	62	67	51	95	67	75	52
4	Reading	91	72	NA	56	95	61	63	48	100	58	68	52
	Language	96	61	66	52	95	62	63	49	100	54	70	52
	Mathematics	96	74	78	61	95	63	70	53	100	65	76	58
5	Reading	96	64	NA	55	98	59	65	50	92	67	75	56
	Language	96	54	65	49	98	57	65	50	92	63	73	54
	Mathematics	93	79	83	63	98	60	67	49	91	75	78	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

2 School Administrator(s)
 0 Non-certified Employee(s)
 5 Teacher(s)
 5 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

Ü Parent/Educator Relations
 Ü Target and Review School Academic Goals
 Ü School Safety Issues
 Ü School Climate
 Ü Use of Tax Credit Monies
 Ü Other Issues Discussed As Needed

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.50	Teacher	36.59
Other Professional Staff	2.50	Teacher Aide	13.08

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	3	0	0
4 to 6 years	4	4	0	0
7 to 9 years	3	0	0	0
10 or more years	13	8	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	34
Teachers with Emergency Certification.	10
Percent of teachers in the school with Emergency/Provisional Certification	23%
Percent of core classes not taught by Highly Qualified Teachers	5%

Resources Available at School Site

Special Facilities

Ü Internet Connections in Each Classroom	Ü 23 Classrooms Have Wireless Computers
Ü Two Labs of 30 Computers (each)	Ü Fully Supported and Staffed Media Center

Extracurricular Activities

Ü On-site After School Childcare	Ü Chess Club
Ü After School Enrichment Programs	Ü After School Homework Club
Ü Summer Enrichment Programs	Ü Before & After Kids for Character Club
Ü Student Council	

Social Services

Ü Breakfast & Lunch Program	Ü School Social Worker
Ü Counseling Services	Ü Prevention Services
Ü After School City Child Care Program	Ü School Psychologist
Ü Head Start Program	Ü Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Norte's Buddy Club received a Tempe Mayor's Disability Awards entitled the Valued Community Service Award for promoting the awareness of students with special needs and their inclusion into the school environment.
- ü We have three multi-age classrooms of 1st, 2nd and 3rd graders. In addition to learning the required objectives, students develop a sense of community and cooperative learning with the assistance of their teachers for three consecutive years.
- ü Our school, with the support of the Kyrene School Community Education Department, is in its third year of providing the community with the opportunity to participate in a Montessori program for preschoolers and kindergarten aged students.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Promotion Rate ⁵	95	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Kyrene del Norte promotes and provides a safe environment by training a group of our students as conflict managers. These children assist with non-physical conflicts on the playground during recess time. Also, we have a school wide Character Counts Program. Staff recognize students for demonstrating good character and the Principal has a biweekly lunch to recognize exemplary students. We maintain monthly discipline and referral logs, which we use to help us analyze student behavior patterns.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Spencer Fallgatter	(480) 783-3300
Transportation Policy	Dave Franklin	(480) 783-4234
Community Resources	Jennifer Greutz	(480) 783-4029
School Nutrition Programs	Lynn Hansen	(480) 783-4260
Parent Organization	Family-Teacher Organization	(480) 783-3300
Student Health/Nurse	Char Smith	(480) 783-3384

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.